

3-10-1971

CWU Faculty Senate Minutes - 03/10/1971

Linda Busch

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MINUTES: Special Senate Meeting. 10 March 71
Presiding Officer: Kenneth Harsha, Chairman
Secretary: Linda Busch

ROLL CALL

Senators Present: All senators or their alternates were present except John Allen, Glen Clark, Steve Fletcher, Robert Jones, and Owen Shadle.

Others Present: Dale Comstock, Robert Dean, Tom Dudley, C. W. Gillam, Robert Goedecke, Bryan Gore, Beverly Heckart, Eino Kallioinen, Nickie Jourdan, Dave Larson, Steve McNeil, and Charles Nadler.

The Faculty Senate met in Special Session to discuss the academic council proposal presented to the campus community by the Vice President for Academic Affairs, Dr. Harrington. The meeting was a one-item agenda session, with Dr. Harrington invited to discuss and explain the proposal to the Senate.

The Senate Chairman stated that he would not ask the Faculty Senate to take any action on the proposal, and that the reason for calling the meeting was to give the Senate an opportunity to respond to the academic council concept. Mr. Harsha further commented that a second proposal, submitted by Mr. McGehee, would be distributed at the meeting's conclusion. Other materials relating to the academic council concept would be distributed to the Senate by mail just as soon as permission from the senders could be obtained.

Following Mr. Harsha's introduction, the floor was given to Dr. Harrington so that he could present the proposal and respond to any inquiries from the Senate membership and others attending the meeting.

At the outset, Dr. Harrington made it clear that he was not being critical of the existing campus groups, i.e., President's Council, Deans' Council, Faculty Senate. He just felt it was unworkable to have several separate groups working on procedural and policy matters. The academic council proposition would leave policy making in the hands of one representative body, consisting of faculty members, students, administrators, and representatives from the college services area.

Following Dr. Harrington's explanation of the council concept, the chairman invited the Senate and others to ask questions. The question and answer session consumed the better part of an hour. During that time, Eino Kallioinen, a student, spoke on behalf of ASC-RHC. Mr. Kallioinen stated that a recent student survey showed that 98% of the students polled were in favor of the academic council proposal. The question was asked as to the number of students polled; the response was that over 800 students responded. The only modification suggested by some students was that council representation should involve more than the number of students suggested in the proposal.

After considerable discussion on the proposal, Mr. Leavitt felt that the Senate should take some kind of action at the meeting, even though the chairman had said that he would call for none. Mr. Leavitt felt that the Senate should at least decide to conduct a referendum of faculty members to determine how they felt about the council proposal.

Mr. Harsha responded by saying that the Senate should not take such action at the meeting, but instead should possibly have another meeting soon to continue discussing the council concept and, perhaps, consider alternative proposals or suggested modifications.

Mr. Keller said it seemed to him that it would be much better to have a serious study of the alternative possibilities and have all those possibilities spelled out in detail. He felt that a referendum at this time would be meaningless.

Mr. Leavitt said that the Senate had had similar discussions on other matters and they seemed to go on forever with nothing really accomplished.

Mr. Lawrence stated that before the Senate took any type of action, he would like to hear what the Deans and the President have to say about the proposal.

Dr. Harrington said he had asked the President and the Deans if they would be in favor of a unicameral system. They said "yes." He got the sense that they would be willing to go along with a well thought out body.

Miss Putnam asked who had been delegated the responsibility of deciding in what direction we should now go on this matter; the Executive Committee, Dr. Harrington?

Mr. Harsha responded by saying that Dr. Harrington had discussed the proposal with the Executive Committee and felt that it was now a matter for the Senate to consider. Mr. Harsha also stated that the Executive Committee had not had a chance to really discuss this enough to provide the direction needed. That was why he felt that action should not be taken on the matter at this Senate meeting.

Mr. Glauert thought that before the Senate moved much further on this, he would like to see some kind of support built for whatever proposal we are going to vote on, coming from a meeting which would consist of the respective Deans, with their faculties and department chairmen. He thought that out of this kind of meeting, it would be possible for that kind of group to recommend modifications, recommendations, or endorsement of the proposal that was presently before the Senate. He felt the students should meet in the same manner and devise a set of specific recommendations and details with regard to this.

MOTION NO. 748: Mr. Glauert moved, seconded by Mr. Wise, that prior to Senate or faculty action on the College Council proposal, dated January 18, 1971, that meetings be convened by the respective Deans in which department chairmen and the elected representatives of the departments are present, for the specific purpose of making recommendations regarding the details of the proposal.

Mr. Duncan said that he understood that the Senate was convened for this meeting as a Committee of the Whole, with no action to come from the meeting.

Mr. Harsha said that it was a one-item agenda meeting, not a Committee of the Whole; therefore, the Senate could act if it so desired.

Mr. Keller said that it seemed to him that if the Senate were to follow this route through, it would build into this procedure a bias in favor of considering something already prepared, rather than considering different proposals.

Mr. Glauert didn't think this was true. Several recommendations would come before the Senate from faculty and students.

Mr. McGehee said he thought this was premature. He said that the way it is worded, we couldn't even bring this matter up on the Senate agenda. He would like to have his proposal discussed. He thought that before the Senate votes or action is taken upon the motion, we should have a better idea of what is possible. The proposal might be defeated because of our lack of understanding of what is possible.

Mr. Hammond said that he didn't understand that passage of the motion would preclude discussion on the matter.

Mr. Lawrence, in speaking against the motion, said the only action he would like to see taken was to set up another meeting. He was in favor of the kind of meeting that Mr. Glauert had spoken of, but he would like to discuss alternate proposals.

Mr. Glauert said he thought Mr. Lawrence had made a good point. Mr. Glauert then withdrew Motion No. 748. He said he would like it to be a recommendation that such a meeting be called for the purpose of advancing recommendations on the proposal presently under consideration.

Mr. Harsha stated that if there was no objection, a special meeting would be called for March 31 at 4:00 p.m. to consider any alternatives or modifications and continue the discussion. Mr. Harsha asked that the Senate remain for a few minutes while Mr. McGehee briefly explained his proposal.

Mr. McGehee said his proposal was self-explanatory. It dealt mainly with the question of representation, which he briefly discussed.

ADJOURNMENT

The meeting was adjourned at 5:58 p.m.

FACULTY SENATE MEETING OF March 10, 1971

ROLL CALL

☒ Alexander, James
☐ Allen, John
☒ Anderson, David
☒ Berry, Kenneth
☐ Brooks, James
☐ Carlson, Frank
☐ Clark, Glen
☒ Collins, Frank
☒ Dillard, David
☒ Doi, Richard
☒ Douce, Pearl
☒ Duncan, Leonard
☒ Easterling, Ilda
☐ Fletcher, Steve
☒ Glauert, Earl
☒ Hammond, Kenneth
☒ Harsha, Kenneth
☒ Jakubek, Doris
☐ Jones, Robert
☒ Keller, Chester
☐ Ladd, Arthur
☒ Lawrence, Larry
☒ Leavitt, Gordon
☒ Lewis, Albert
☒ McGehee, Charles
☒ Nylander, James
☒ Odell, Elwyn
☒ Purcell, John
☒ Putnam, Jean
☒ Reed, Gerald
☒ ~~Reed, Mike~~ *Diana Bernice*
☒ Ringe, Don
☐ Shadle, Owen
☒ Sparks, Larry
☒ Williams, Harold
☒ Wise, Don
☒ Wright, Cheryl

☐ Marco Bicchieri
☐ Robert Harris
☐ Frederick Lister
☐ Alan Bergstrom
☒ Edward Harrington
☒ Bill Floyd
☐ Sheldon Johnson
☐ Robert Benton
☐ App Legg
☐ James Sahlstrand
☐ Wesley Adams
☐ Ted Bowen
☐ Gerhard Kallienke

☐ Kent Richards
☐ Joel Andress
☐ Earl Synnes
☐ Jim Parsley
☐ Charles Vlcek
☒ Jay Bachrach
☒ Bryan Gore
☐ Donald King
☐ John DeMerchant
☐ Katherine Egan
☐ Frank Sessions
☐ Betty Hileman
☐ Robert Yee

☐ Everett Irish
☐ James Klahn

☐ Steven Farkas
☐ Gerald Brunner
☐ Max Zwanziger
☐ Gordon Galbraith
☐ Howard Shuman

VISITORS

PLEASE SIGN THIS SHEET

Faculty Senate Meeting

March 10, 1971

Jewell Heckast

Charles Tiedler

Robert Goedecke

Steve McNeil

Nickie Jourdan

Tom Dudley

Dave Larson

Simo A. KALLIOINEN

Robert Y. Dean

Bryan J. Gore

Dale R. Comstock

C. W. Gillam

By Patrick

CENTRAL WASHINGTON STATE COLLEGE

ELLENSBURG, WASHINGTON
98926

January 18, 1971

FACULTY, STUDENTS, STAFF, ADMINISTRATION
Central Washington State College
Campus

Colleagues and Students:

Most of us would agree with Harlan Cleveland, President of the University of Hawaii, that there is a need "for three-dimensional governance--ensuring that faculty and students participate with university administration in judgments on major issues and policy recommendations." This tripartite approach to college governance has, of course, been established by some institutions, the latest of which is the State University of New York at Binghamton. President Fearing of Binghamton claims that "This system allows for a 'governance,' not a government in the traditional sense of the word. Governance is a fresh approach and denotes a decision-making process involving all constituencies... ." That Central Washington State College has a modified version of such an approach cannot be denied, if one considers that the Faculty Senate has student and administrative representation, and the faculty and student body have representatives on the President's Council and Deans' Council.

Perhaps it is audacious of me to speak about change in the legislative processes of the College so soon after my arrival on campus. Be that as it may. The fact remains that the present legislative system is not equitable, is awkward, duplicative, and often confusing. I readily acknowledge that the College has moved ahead in the past few years to build a good faculty and a good academic program with a minimum of problems. If, however, we are to have greater participation of faculty and students in the College's legislative processes, if we are to continue to move toward developing excellence in program and faculty, and if we are to have 15,000 students in 1980, it is not too soon to streamline our legislative process. The attached papers indicate what I propose will help us accomplish all this. It is a College Council.

Having one body that reviews all policy matters and makes recommendations to the President and the Trustees is an infinitely more efficient method than having several groups so engaged. Presently, three policy recommending groups exist at the College: Faculty Senate, President's Council and Deans' Council. In addition, memorandums from various administrative offices have the effect of policy. Needless to say, the net result is often confusion and inefficiency, not to mention the hours and energy expended in non-essential details. Nor can one argue that the present system acts as a checks and balance, for I have learned these past six months that each group seems to function independent of the others. Our time can be better spent on other projects of immense value to the College, and our lines of communication could be better defined and utilized.

A prime advantage of having one body, the College Council, is that all policy matters would have to be referred to it (unless externally imposed). This would mean that there would then exist one public forum where all policy matters would be debated. The Council which I propose would meet twice a month. Any policy matter would have a first reading at one meeting and then be acted upon at a subsequent meeting, giving anyone wishing to venture an opinion on a particular matter, an opportunity to do so.

Ideally, no policy matter of major concern to all members of the College should even have a first reading until the Policy Committee holds a public hearing. Here's how it might work: POLICY RECOMMENDATION goes to POLICY COMMITTEE for review and writing. A PUBLIC HEARING is held, after which the POLICY COMMITTEE revises the recommendation as necessary. The recommendation then goes to the COLLEGE COUNCIL for a "First Reading." The recommendation remains in COUNCIL for two weeks, at the end of which time the COUNCIL makes its "Final Vote" and recommendation to the PRESIDENT. The procedure may seem cumbersome, but in practice, it isn't. It may not get a policy established overnight, but no important policy should be hastily written and passed. The procedure, however, allows all members of the college community to voice their opinion before any policy proposal is accepted or rejected.

The College Council which I am proposing we establish would supplant the Faculty Senate, President's Council and Deans' Council. The faculty may wish to retain the Faculty Senate, composed entirely of teaching faculty, which could be called into session upon request. Such a Senate would serve to review matters of faculty concern like salaries, retirement benefits, and faculty perquisites.

Faculty, Students, Staff, Administration
January 18, 1971

- 3 -

I respectfully submit these papers to your reading and study.
Should you care to discuss any part of my proposal, please give me a call.
Should you wish to propose an alternative model, please do so. Send me a
copy or two that I might share with the Long Range Planning Committee and
the Executive Committee of the Faculty Senate.

Thank you for your consideration in this matter.

Cordially,



Edward J. Harrington
Vice President for Academic Affairs

jm

attachments - 3

Summary of the Proposed

"College Council"

(see following sheets for details)

1. One policy recommending group instead of several (Faculty Senate, President's Council, Deans' Council, Administrative Offices).
2. Participation of Faculty, Students and Administration. Differs from present Faculty Senate in that numbers of students are increased, faculty are elected by "areas," (such as our present Arts and Sciences or Education areas) not by department and administrators are appointed by virtue of office, not elected.
3. Provides for careful study and adequate review of all proposed policies along with a common forum for debate on policy issues.
4. College committees appointed by "Committee on Committees."
5. Policy Committees appointed by Council; e. g. , Faculty and Staff Affairs, Budget, Curriculum and Instruction, Student Affairs, Campus Development and Business Management coordinate activities of "Operational Committees" such as Honors; Admissions, Matriculation and Graduation; Library Advisory, etc. N.B. The chairmen of Policy Committees should be elected and not serve by virtue of administrative office.
6. The Executive Committee can function for the Council during the summer if so desired.
7. The presence of selected administrative officers on the Council provides the Council with a source of up-to-date information necessary for making last minute decisions on policy matters.

SUGGESTED
ADMINISTRATIVE FLOW CHART OF COLLEGE COUNCIL

INDIVIDUAL OR ORGANIZATION

Submits ideas, requests, recommendations, complaints to
Executive Committee, c/o Secretary of college Council.

EXECUTIVE COMMITTEE

A. Takes care of matter
if possible.

B. Refers matter to appropriate
Standing Policy Committee for
study or action (or refers to
Ad Hoc Committee if needed).

C. Indicates to individ-
ual or organiza-
tion what action
has been taken.

STANDING POLICY COMMITTEE

A. Reports findings and
policy recommendations
to College Council.

B. May refer matter to one
of its Operational Committees
for study before reporting to
Council.

C. May refer back to
Executive Com-
mittee if unable to
resolve the matter.

OPERATIONAL COMMITTEE

a. Studies matter and makes
recommendation to its
Standing Policy Committee.

b. Takes care of matter
if possible without
need for new policy.

COLLEGE COUNCIL

A. Approves recommendation
and sends it to President
for his approval and
signature.

B. Defeats the recommendation.

C. Tables the recommendation.

D. Refers it back to
Standing Policy
Committee.

PRESIDENT OF THE COLLEGE

A. Signs the recommendation
making it a policy of the
College, or refers the
recommendation to the
Board of Trustees for
their consideration and
approval when necessary.

B. Refers recommendation
back to council with
suggestions for changes.

C. Reports to Council on
recommendation
he does not approve.

TRUSTEES

PROPOSED
ORGANIZATION CHART OF THE COLLEGE COUNCIL

PRESIDENT OF THE COLLEGE

EXECUTIVE COMMITTEE

President, Vice President for Academic Affairs, Chairman, Vice-Chairman, and Secretary of College Council, immediate past Chairman of College Council, Chairman of Committee on Committees and President of Associated Students.

COLLEGE COUNCIL MEMBERSHIP

Administration - Ex-Officio

President, Vice President for Academic Affairs, Vice President for Business Affairs, Dean of Graduate Studies and Director of Summer Session, Dean of Arts & Sciences, Dean of Education, Dean of Students, immediate past chairman of the College Council.

Faculty

Twenty elected faculty representatives apportioned among Arts and Sciences and Education according to current FTE. Two Elected representatives from College Services.

Students

President of the Associated Students and nine students elected at-large by the students.

COMMITTEE ON COMMITTEES

Chairman -- elected by Council members.
Two members from Arts and Sciences.
Two members from Education.
One member from College Services.
Two members from the student representatives.

STANDING POLICY COMMITTEES

Composed primarily of Council members with one student member on each committee. Report directly to the Council

OPERATIONAL COMMITTEES

At least half of members on each committee must be academic and/or administrative employees. Report to appropriate Standing Policy Committee.

SPECIAL (AD HOC) AND
OTHER COMMITTEES

Established and appointed by Council as needed. Report directly to Council unless otherwise specified.

Binghamton, N.Y.-(I.P.)-A new university governance system for State University of New York at Binghamton will begin implementation this year. The new plan provides for a University Assembly seating 55 faculty, 32 students, and 13 administrators. The Assembly replaces the Faculty Senate as the major policy-making body on this campus.

"This system allows for a 'governance,' not a government in the traditional sense of the word. Governance is a fresh approach and denotes a decision-making process involving all constituencies rather than the (now) apparent widespread displeasure that these constituencies tend to have because of their perception of the traditional governmental process on the national, state and university levels."

Committees reporting to the Assembly will be established having differing ratios of faculty, students, and administrators, ranging from large faculty majorities on some committees through to those having large student majorities.

These committees will deal with all aspects of university concern, including academic planning, budget requests, and student social regulations. Each constituency is expected to arrange for the election of its representatives to the university Assembly.

President Dearing said that adoption of the new system represents a "big hurdle cleared" in efforts to create an "adaptive and contemporary" form of university governance. He felt that the new Assembly, representing all campus constituencies, will involve more aware participants. Hopefully this will lead to a more effective decision-making process.

SURVEY QUESTIONNAIR ON THE
COLLEGE COUNCIL PROPOSAL

1. I have read the proposal for the creation of a College Council submitted by Dr. Harrington. (either the "Crier" article or the proposal itself.) YES X NO
2. I have had the proposal explained to me by an informed student.
YES NO X
3. The first time I was aware of such a proposal was at the time of the questionnaire. YES X NO
4. I am in support of such a Council, as I understand it to function, YES X NO
5. I support the proposal with the following modifications:
6. I do not support the College Council proposal for the following reasons:
7. I would like to work for the organization of such a Council:

Name: _____
Phone: _____

RESPONSIBLE STUDENT VOICE IN THE LEGISLATIVE SYSTEM?

Yes! Dr. Edward J. Harrington, Vice President for Academic Affairs, has proposed what he terms the "College Council"; one body which would handle all of the academic affairs and decisions which concern all members of this college community.

The Council, as proposed, would grant greater student participation in the primary policy setting body on our campus: for example, it would be composed of twenty voting faculty, two College Service representatives, and ten voting students, all elected at large according to Dr. Harrington.

A joint ASC-RHC Committee (ASC-RHC College Council Committee) has been organized to support Dr. Harrington's proposal. We feel that this would not only eliminate some of the functional problems in the present legislative system, but also foster better representation and communication, which is much needed on this campus.

We would like to ask you to familiarize yourself with the proposal and co-operate with the survey which will be conducted in the dorms, and a table will be set up in the S.U.B. on Thursday, March 4th.

For further information, or if you would like to help, call the ASC Office at 963-1691.

Thank You.

ASC-RHC COLLEGE COUNCIL COMMITTEE

Summary of the Proposed

"College Council"

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3. Provides for careful study and adequate review of all proposed policies along with a common forum for debate on policy issues.
4. College committees appointed by "Committee on Committees."
5. Policy Committees appointed by Council; e.g., Faculty and Staff Affairs, Budget, Curriculum and Instruction, Student Affairs, Campus Development and Business Management coordinate activities of "Operational Committees" such as Honors; Admissions, Matriculation and Graduation; Library Advisory, etc. N.B. The Chairmen of Policy Committees should be elected and not serve by virtue of administrative office.
6. The Executive Committee can function for the Council during the summer if so desired.
7. The presence of selected administrative officers on the Council provides the Council with a source of up-to-date information necessary for making last minute decisions on policy matters.

Dr. Harrington

MAR 2 1971

VICE PRESIDENT



Central Washington College

February 27th

Dear Dr. Harrington,

I am heartened by your proposal for the College council. After two years of exploring and experiencing what Central offers to personal growth, I can only thank you for being committed over what individually is of a concern to me . . . that is in discovering our potential and rediscovering our unity -- and spreading that for our campus.

I love Central and I want to be a greater part in realizing the progress that the College Council offers. It truly will eliminate many of the hassles and lack of communication among all people concerned.

If it all comes through -- "it'll blow many minds so sock it to 'em."

Please let me know if I can help in any way.

Sincerely,

Diana

Diana Rennie
ASC Office

MAR 1 1971

VICE PRESIDENT

Dr. Edward J. Harrington
Vice-President for Academic Affairs
February 24, 1971

Dear Sir,

In relating to the expanding educational and academic growth of Central, we overwhelmingly support the suggestion to create an Academic Fairness Board.

We are concerned over the needs of our students to widen flexibility in their present educational pattern at this College. A committee such as this could alleviate and solve many problems that now exist and that continue to revolve around our academic studies program . . . particularly in reference to the evaluation process.

We feel that this is an immediate concern and offer our support for the establishing of an Academic Fairness Board.

Cordially,

ASC-RHC College Council
Committee

Jeff Heywood
Dan O'Leary
Carl Olson
Tom Dudley
Kelly Kallioinen
Dave Larson
Gary Larson
Nicki Jordan
Brian Paxtion
Diana Rennie

DR

Forwarded to Senate
FEB 26 1971

VICE PRESIDENT

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF HISTORY

ELLENSBURG, WASHINGTON

98926

February 25, 1971

Dr. Edward Harrington
Vice-President for Academic Affairs
Barge Hall
Campus

Dear Ed:

Permit me to present a few of my thoughts concerning reorganization of the college which are prompted by the session we had on February 23.

First, I am in favor of reorganization of some kind for reasons obvious to both of us. I do have questions and/or reservations about some particulars of your proposal. I understand that the Senate, the Deans' Council and the President's Council will be dissolved under your proposal, and that the various "interest groups," i.e. students, faculty, and administration will be represented via a College Council. My question is will the ASC also be dissolved? My guess is that they wont. And if so then students may well have a double barrel shotgun held on policy making for the college.

If this guess is correct then indeed changes in your proposal may be necessary. Would your plan still work if, 1. there was a truly faculty Senate retained, 2. retain the ASC and 3. Combine the Deans' Council and President's Council into an Administrative Council.

The rationale is that the three interest groups as proposed in your College Council need a "referral" group to which and from which they can report. The ASC will obviously serve in this capacity if it is retained. The administrators, being small in numbers, are perhaps inherently better informed concerning matters of mutual concern, but still could profit from an Administrative Council. The faculty representatives on your proposed council also need to know what the interests of the faculty are, and thus a Senate could serve as their "sounding board."

Dr. Edward Harrington
February 25, 1971
Page 2

I think this will be unacceptable to you, however, it might not be as cumbersome as it seems and could possibly mean better representation.

Sincerely,

Burt

Burton J. Williams
Chairman

mw

*A person really lives and grows--
only if he is open to himself, and
open to other persons . . . we must
come openly together in the necessary
search for meaning in our lives.*

John Vassoncellos

BRIAN PAXTON
Central Washington State College
Ellensburg, Washington 98926

FEB 10 1971

VICE PRESIDENT

February 8, 1971

Edward Harrington
Vice-President for Academic Affairs
Central Washington State College
Ellensburg
Washington

Dear Ed,

I have just taken the opportunity to reread the proposal that you have drafted for an all-College Council. It's great. Many students have been talking in terms of a one-body total campus government for several years. Efforts to initiate it from a student level have never gotten off the ground; usually it didn't even get a flight number.

Your proposal comes at an opportune time for students. ASC is backing off on a number of functions that they have traditionally been able to handle and with budgeting and communications problems a toll has been taken in terms of student faith in the organization. This trend has been apparent for several years. I, too, think that this college is ready for a new direction. This College Council may be a vehicle toward some of those changes.

It is especially encouraging to see this proposal come from the Administration. It increases the chances of acceptance greatly and should indicate to most students that Administration and student

A person really lives and grows--
only if he is open to himself, and
open to other persons . . . we must
come openly together in the necessary
search for meaning in our lives.

John Vassonaellos

BRIAN PAXTON

Central Washington State College
Ellensburg, Washington 98926

-2-

priorities don't differ greatly. I hope the college community
will see this as a good thing; I do.

We haven't taken the time or had the chance to talk since early
last quarter. Let's get together sometime soon.

Peace,

Brian Paxton

JAN 29 1971

VICE PRESIDENT

CENTRAL WASHINGTON STATE COLLEGE

ELLENSBURG, WASHINGTON

Department of Sociology

January 29, 1971

*2-2-71
Copied to
Pamela
Staple
Staple
Staple
Staple
Staple
Staple*

Dr. Edward Harrington
Vice President for Academic Affairs
Central Washington State College

Dear Dr. Harrington:

It was indeed gratifying to see your memorandum of January 18 regarding reorganizing the college legislative processes. Throughout the short period of time I have been employed here I have been overwhelmed by my own inability to affect the decision making processes in any meaningful way. This is frustrating, discouraging, and disillusioning, and, judging from what others say, I am not alone in this experience or feeling. If faculty and students are apathetic, it is because they find no point in doing anything since nothing works anyway. All they know is if anything happens they generally seem worse off for it.

I agree that a single body makes for better legislation and that your basic concept of the College Council, made up of Administration, Faculty, and Students is basically sound. The flow chart of policy making procedure is likewise basically sound.

There are, however, some assumptions underlying the structure and purpose of your proposal which I feel should be clarified. These assumptions are reflected in the terms "public forum" and "public hearings."

Presumably, representative government is just that, government made up of representatives of and for a larger body desiring systematic government. However, if it were in fact the case that government were truly representative, the concepts of "public forum" and "public hearings" would not be necessary since the debate within the governing body would be the same as a public forum and hearing. To establish at the outset the need for these forms is to accept as a principle the separation of government from the governed. While it is true that it is almost second nature for us to think of government in this way (and it may well become necessary to institute hearings, for example, as a specific solution to some problems) we must examine why this separation exists in the hope of minimizing it.

This separation between the governed and the governing is inherent in the way we select our representatives. We recognize that individual interests are best represented by those having similar interests. Our mistake, however, lies in selecting individuals from a heterogenous population as if it were in fact homogenous. Such selection results in representatives

who share little or no real interests with those they supposedly represent. Thus the public forum and public hearings are instituted in order to inform the representatives of what they are supposed to know already. That individual apathy develops from such circumstances where persons are forced to deal with "their representatives" who do not understand their problems and interests, should come as a surprise to no one.

This problem, I feel, is perpetuated in your proposal through the logic of Faculty representation based on Arts and Science and Education divisional FTE. This representation is not based on the logic of the interests of the faculty, but rather on the logic of the historical development of CWSC. If legislators are apportioned on this basis we face the possibility, for example, of the interests of Technology and Industrial Education (6 FTE) being represented by Music (22 FTE) and Art (18 FTE) simply because they are administered under the Education division. Likewise English (30 FTE) may well find itself representing the interests of Physics (6 FTE) simply because they are in the Arts and Science division. It is highly unlikely that any satisfactory problem solving could come out of such a situation.

A more adequate basis for representation, it seems to me, would be to divide the Faculty into four basic areas of relatively common interest -- Science; Behavioral and Social Science; Arts and Letters; and Education. (See attached diagram for listing of which departments might fall into these areas.) From each of these four areas would be chosen five representatives at large (FTE is not an appropriate basis for apportionment in itself. There seems to be no inherent need for size alone to be a basis for domination.) Each of these areas would have its own council made up of departmental representatives; the representatives to the College Council would be chosen from and by the members of the Interest Area Councils. The Interest Area Councils would have other duties such as developing a committee structure to deal with personnel and curriculum matters relevant to the interests of the members involved (departmental as well as individual). At this level positions on policies affecting the interest of the area would be worked out in anticipation of presentation to the College Council or in response to proposals from the College Council. Above all, perhaps, these Interest Area Councils should serve as the arena where departments must work out their conflicts and to clarify where and what their interests are.

The principle being proposed here is thus that representation to the College Council, and debate on policy matters before it, are tied to interest groups which are clearly identified. The public forum thus becomes an arena where the conflicts among these interests are resolved.

Since this realignment of the interest areas breaks current administrative distinctions which reflect the historical development of CWSC rather than current interests, it might be wise to consider a parallel restructuring of the academic administration of the college also. That, however, is not the concern here.

The same logic applies to student representation as well. The present method of selection of student representatives is based likewise on the premise of students as a whole or residence halls being monolithic bodies with unique unified sets of interests. In many respects, however, the interests of a

January 29, 1971

substantial portion of the student body (those with declared majors, at least) parallel, in many respects, those of the faculty.

I would suggest that the basic unit of representation of student interests should be in the form of Major Associations which parallel the departments in which majors are being pursued. Four Student Interest Area Councils would be made up of representatives of the Major Associations. At the level of the Student Interest Area Council would be a Graduate Student Association as well as an Association of Unaffiliated Students (those who have not yet declared a major). From these Student Interest Area Councils would be sent representatives to a Student Council which would handle the affairs of what is now the Associated Students of Central. From this council, then, would come the delegates to the College Council.

With both faculty and student interests organized in parallel structures along similar lines of interests the possibility exists of increased communication and cooperation between students and faculty in policy and other matters.

The Committee on Committees you propose is a good idea. However, in keeping with the principles of representation I have proposed here its membership should reflect the interest associations which are the basis for Council representation.

In addition to the above considerations, I would like to raise the question of the policies which are to be determined by the College Council. How is the distinction to be made between matters of policy and those of administration? I cannot propose a solution to this question at this time since I realize that requiring high level approval for all matters can bring a bureaucracy to a grinding halt. Yet at the same time bureaucratic decisions often become de facto policy which is unassailable because it is not called policy.

I think your proposal goes a long way toward providing a workable structure of policy making at Central. Without the considerations regarding the nature of representation which I have outlined here, however, I fear that faculty and student suspicion of the decision-making processes will continue since their interests will continue to be excluded from the process. Only when the variety of interests of Administration, Faculty, and Students are represented on the College Council will it be possible for the air to be cleared in a genuine dialogue. And only when this dialogue can take place will Central be able to develop as it should.

I hope these comments will merit your serious regard and will aid your attempts to improve the educational environment at Central.

Very truly yours,



Charles L. McGehee
Assistant Professor

CLM:klt

COLLEGE COUNCIL MEMBERSHIP

<u>Administration</u> 8 members ex-officio	<u>Faculty</u> 20 representatives; 5 from each of 4 interest area councils	<u>Students</u> 10 members; 1 ex officio, president of student council; 9 representatives from Student Council
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<u>Science</u>	<u>Behavioral and</u>	<u>Arts and Letters</u>	<u>Education</u>
<u>Interest Area</u>	<u>Social Science</u>	<u>Interest Area</u>	<u>Interest Area</u>
<u>Council</u>	<u>Interest Area Council</u>	<u>Council</u>	<u>Council</u>
representatives	representatives from	representatives	representatives
from departments	departments	from departments	from departments

Biology (17FTE)
Chemistry (11)
Geology (4)
Mathematics (14)
Physics (7)
(53FTE)

Anthropology (9FTE)
Economics and
Bus. Ad. (20)
Geography (9)
History (17)
Philosophy (9)
Pol. Science (7)
Psychology (34)
Sociology (12)
(117FTE)

Art (19FTE)
English (35)
Foreign Lang. (13)
Music (21)
Speech and
Drama (16)
(104FTE)

Aerospace (3)
Bus. Ed. (11)
Education (63)
Home. Ec. (17)
Phys. Ed. (33)
T & IE (6)
(133FTE)

Student Council
representatives of
Student Interest Area Councils

<u>Council of</u>	<u>Council of Beh. and</u>	<u>Council of Arts</u>	<u>Council of</u>	<u>Council of</u>	<u>Graduate</u>
<u>Science Students</u>	<u>Social Science Students</u>	<u>and Letters Students</u>	<u>Education</u>	<u>Non-affiliated</u>	<u>Students'</u>
representatives	representatives from	representatives from	Students	Students	Council
from Major Assns.	Major Assns.	Major Assns.	representatives	at-large	at-large
			from Major Assns.	representation	representation
departmental	departmental	departmental	departmental		
Major Assns.	Major Assns.	Major Assns.	Major Assns.		

Dr. Harsha

CENTRAL WASHINGTON STATE COLLEGE

ELLENSBURG, WASHINGTON
98926

February 25, 1971

Dr. Edward J. Harrington
Vice President for Academic Affairs
Central Washington State College

Dear Dr. Harrington:

The Business Affairs Staff has reviewed your proposal for a College Council, and wishes to compliment you for your effort to develop a streamlined and responsive system of college governance.

Based upon our responsibilities for managing the business departments of the college, we especially appreciate the need for clear channels of decision making. Efficiencies within each of our departments depend upon access to general policy guidelines based upon the representative processes you propose.

There are only two elements in the council organization which we believe should be modified, and strongly urge that the draft be amended to include the following provisions:

1. To include the position of Vice President for Business Affairs within the Executive Committee.

We recommend this for the sake of consistency in order to make available to the Executive Committee the special skills and knowledge of both vice presidents. We believe this to be the most reasonable way to provide a comprehensive basis for considering matters of college-wide significance. When such subjects are under deliberation, we are sure the President of Associated Students and the Vice President for Academic Affairs (both already proposed as members) would find the absence of representation in the field of Business Affairs to be a serious handicap. The primary areas of college management (student affairs, academic affairs, and business affairs) are so closely related that representation should be fully inclusive.

2. To amend one of the provisions for membership in the College Council.

This item in the draft copy reads as follows:
"Two elected representatives from College Services." We urge this be revised to read
"Four elected representatives from College Services, two of whom shall be classified staff employees."

We note that the Council is proposed to include twenty elected faculty representatives, yet includes only two from College Services.


There is no question that matters involving academic affairs of the college, and the teaching faculty, are of first importance in policy matters concerning the mission of the college. However, in terms of the number of people represented, there are more classified staff (civil service) employees than there are members of the teaching faculty. Provisions of college policy affect the working conditions of people in the classified categories as well as members of the faculty.

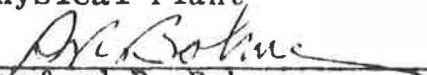
Since the College Council is proposed to be the single college governance body, we urge that this important segment of our college community be specifically identified for representation.

We will be most pleased if you can attend one of our Business Affairs Staff meetings to discuss the above recommendations, and any other aspects of the proposed College Council.

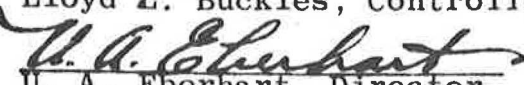
We appreciate the opportunities you have already provided for advance review of the proposal, and hope you will concur in our suggestions.

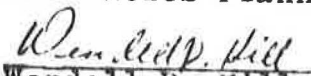
Sincerely,



Paul B. Bechtel, Director
Physical Plant



Stanford R. Bohne
Vice President for Business Affairs

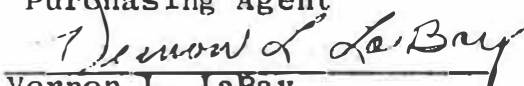

Lloyd L. Buckles, Controller


U. A. Eberhart, Director
Facilities Planning & Construction



Wendell D. Hill, Director
Auxiliary Services


Robert L. Howser, Director
Staff Personnel


Donald P. Longward
Purchasing Agent


Vernon L. LaBay
Budget Officer


James A. Riffe
Business Manager


L. R. Tappan, Director
Computer Services

JAN 26 1971

VICE PRESIDENT

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF PSYCHOLOGY

ELLENSBURG, WASHINGTON

98926

January 26, 1971

Dr. Edward J. Harrington
Vice President for Academic Affairs
304 Barge Hall
C. W. S. C.

Dear Dr. Harrington:

I would like to make one brief comment concerning your plan for a College Council. Personally, I feel that your suggestion is timely and useful; I would wholeheartedly support such a move. However, I do not feel that faculty representatives should be elected by "areas", as you propose. I do feel that much would be gained by having faculty representatives elected by department. By electing representatives by department, we would be increasing the faculty membership from the suggested 20 to about 25. While I do not think that an increase in the size of the Council per se would be beneficial, I do think that the representative nature of the Council would be enhanced by such an election procedure.

Sincerely,

Philip Tolin
Philip Tolin
Assistant Professor

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF EDUCATION

JAN 29 1971

VICE PRESIDENT

ELLENSBURG, WASHINGTON

98926

28 January 1971

TO: Edward Harrington

FROM: Ted Cooper 

RE: College governance and college restructuring

1. College governance. I heartily endorse the College Council proposal, with only two minor comments. I would suggest an elected membership of 21 persons, 7 to be elected each year for 3 year terms; for the initial terms, 7 elected for 3 years, 7 for 2 years, and 7 for 1 year. To accomodate both faculty and college services membership to the rotation, faculty membership should be 18, college services 3.

With respect to your comment on retaining the teaching Faculty Senate as an "on-call" faculty welfare body, I suspect I can see some sort of Faculty Association, perhaps encompassing all state schools, not far over the horizon. Certainly, on the national level, a trend is in the making.

2. College restructuring. I have thought about this on and off since you remarked earlier in the year on the likelihood of it, and have worked out a model since hearing Pres. Brooks' remarks last Thursday about the danger of organization being imposed from the outside.

The model I propose is based on disciplinary and field of interest affinities, i.e. organizing units of departments around affinities of interest. I would argue further that such an organization would create, essentially, units of faculty and student interest, and that the title "Faculty of..." is more appropriate to the organization than is "School of...." This titling is use, for example, at Simon Fraser University.

Model attached.



JAN 26 1971

VICE PRESIDENT

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF PSYCHOLOGY

ELLENSBURG, WASHINGTON

98926

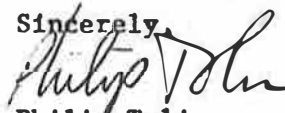
January 26, 1971

Dr. Edward J. Harrington
Vice President for Academic Affairs
304 Barge Hall
C. W. S. C.

Dear Dr. Harrington:

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Sincerely,



Philip Tolin
Assistant Professor

Don + E. Don to